

**ALASKA STATE LEGISLATURE
HOUSE EDUCATION STANDING COMMITTEE**

March 14, 2011
8:05 a.m.

MEMBERS PRESENT

Representative Alan Dick, Chair
Representative Lance Pruitt, Vice Chair
Representative Eric Feige
Representative Paul Seaton
Representative Peggy Wilson
Representative Sharon Cissna
Representative Scott Kawasaki

MEMBERS ABSENT

All members present

COMMITTEE CALENDAR

PRESENTATION(S): NORTH SLOPE SCHOOL DISTRICT SUPERINTENDENT

- HEARD

HOUSE BILL NO. 154

"An Act providing for the establishment of a statewide early childhood education plan and guidelines."

- MOVED CSHB 154(EDC) OUT OF COMMITTEE

HOUSE BILL NO. 49

"An Act establishing in the Department of Education and Early Development a voluntary parent and early childhood education program for pre-elementary aged children."

- MOVED CSHB 49(EDC) OUT OF COMMITTEE

PREVIOUS COMMITTEE ACTION

BILL: HB 154

SHORT TITLE: PRE-ELEMENTARY SCHOOL PLANS/GUIDELINES

SPONSOR(S): REPRESENTATIVE(S) KAWASAKI

02/11/11	(H)	READ THE FIRST TIME - REFERRALS
02/11/11	(H)	EDC, FIN
03/09/11	(H)	EDC AT 9:00 AM BARNES 124

03/09/11 (H) Heard & Held
03/09/11 (H) MINUTE(EDC)
03/14/11 (H) EDC AT 8:00 AM CAPITOL 106

BILL: HB 49

SHORT TITLE: EARLY CHILDHOOD ED: PARENTS AS TEACHERS
SPONSOR(S): REPRESENTATIVE(S) TUCK, KAWASAKI, GARA, PETERSEN

01/18/11 (H) PREFILE RELEASED 1/7/11
01/18/11 (H) READ THE FIRST TIME - REFERRALS
01/18/11 (H) EDC, FIN
03/11/11 (H) EDC AT 9:00 AM CAPITOL 106
03/11/11 (H) Heard & Held
03/11/11 (H) MINUTE(EDC)
03/14/11 (H) EDC AT 8:00 AM CAPITOL 106

WITNESS REGISTER

PEGGY COWAN, Superintendent
North Slope Borough School District
Barrow, Alaska

POSITION STATEMENT: Provided a presentation on the North Slope Borough School District.

CYNDY CURRAN, Director
Teaching and Learning Support
Department of Education and Early Development (EED)
Juneau, Alaska

POSITION STATEMENT: Testified and answered questions during discussion of HB 154 and HB 49.

PAUL SUGAR, Head Start/Parent Involvement
Teaching and Learning Support
Department of Education and Early Development (EED)
Juneau, Alaska

POSITION STATEMENT: Testified and answered questions during discussion of HB 154.

EDDY JEANS, Education Policy Coordinator
Office of the Commissioner
Department of Education and Early Development (EED)
Juneau, Alaska

POSITION STATEMENT: Testified and answered questions during discussion of HB 154.

CARRIE BEEMAN, Chair
Upper Tanana Imagination Library

Tok, Alaska

POSITION STATEMENT: Testified in support of HB 154.

DEBI BALDWIN, Child Development Division Director
Rural Alaska Community Action Program, Inc. (RurAL CAP)
Anchorage, Alaska

POSITION STATEMENT: Testified and answered questions during discussion of HB 49.

SARAH SCANLAN, Deputy Director
Rural Alaska Community Action Program, Inc. (RurAL CAP)
Anchorage, Alaska

POSITION STATEMENT: Testified and answered questions during discussion of HB 49.

REPRESENTATIVE CHRIS TUCK
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Presented HB 49 as one of the joint prime sponsors of the bill.

ACTION NARRATIVE

[8:05:02 AM](#)

CHAIR ALAN DICK called the House Education Standing Committee meeting to order at 8:05 a.m. Representatives Dick, P. Wilson, Feige, Pruitt, Kawasaki, and Seaton were present at the call to order. Representative Cissna arrived as the meeting was in progress.

PRESENTATION(S): North Slope School District Superintendent

[8:05:39 AM](#)

CHAIR DICK announced that the first order of business would be a presentation from the superintendent of the North Slope Borough School District.

[8:06:23 AM](#)

PEGGY COWAN, Superintendent, North Slope Borough School District, presented a PowerPoint, titled "North Slope Borough School District." [Included in members' packets] She stated that, as the district was as large as the State of Minnesota, distance was one of the many challenges. She spoke about the

accountability of the district to the school board, the assembly, the students and their families, the funders, and to the legislature. She reported that the overall scores on state assessments were not high enough, but she pointed to the 6-year trend line which indicated a growth path. She shared that attendance was an issue that needed improvement. She referred to Eben Hopson, first mayor of the North Slope, and his vision which called for self government to control the education of the children. She declared that the district had a mission based curriculum, and she read the mission statement:

Learning in our schools is rooted in the values, history and language of the Inupiat. Students develop the academic and cultural skills and knowledge to be: Critical and creative thinkers able to adapt in a changing environment and world; Active, responsible, contributing members of their communities; and Confident, healthy young adults, able to envision, plan and take control of their destiny.

She moved on to point out the district strategic plan, which had four goals: instruction, community and family engagement, staff development, and organizational and financial stewardship. She said the instructional goal was that "all students will reach their intellectual potential and achieve academic success through integrating Inupiaq knowledge systems into the core content areas." She noted that the Alaska state standards and grade level expectations were the program foundation, and that these state standards were incorporated with a locally developed Inupiaq learning framework and an international model of curriculum, "Understanding by Design." She described the long term five year process.

[8:12:03 AM](#)

MS. COWAN directed attention to the three questions for the program, which all reflected back to the mission statement for the district:

How will we honor Inupiaq values, history, culture, and language while developing academic knowledge and skills?; how will we prepare students for success in their chosen life pursuits?; and, how will healthy confident young adults contribute to their communities?

MS. COWAN referred to the community focused Inupiaq Education Initiative, which was based on the community expectations of the school. She directed attention to the Inupiaq Learning Framework: "Rebuilding our educational system according to inua-our philosophy, history, language and interconnectedness with all living things."

[8:13:26 AM](#)

MS. COWAN pointed to the realms of the learning framework, the environmental realm, the community realm, the historical realm, and the individual realm. Each of these realms had core themes and essential understandings. She explained that Understanding by Design was both a framework that synthesized the best practices in curriculum, assessment and instruction with the learning process, and a language that educators could use to describe and analyze the best ways to promote student understanding. She explained the learning metaphor of 40-40-40, which represented the importance for the retention of information. Some things would need to be remembered for 40 weeks, others for 40 months, and some for 40 years, the enduring understanding. She offered examples of enduring understandings within the Inupiaq framework. She explained the transition for developing activities which corresponded to the Core Themes from the Inupiaq Learning Framework, and then identifying which state Grade Level Expectations could be met through those activities. She provided a series of slides to illustrate a theme based algebra lesson, which proved that rigor, state grade level expectations, and standard based education could all be met in a locally relative way.

[8:17:55 AM](#)

CHAIR DICK asked why the attendance was low in the district.

MS. COWAN replied that there were a lot of issues tied to the low attendance and that the district was on "a five year journey" of the theme based program. She declared that the answer to the low attendance issue was "engaged, theme-based, locally relevant curriculum," but that the district was "not there yet."

[8:19:28 AM](#)

REPRESENTATIVE SEATON asked whether the North Slope Borough School District had been working with any other district using theme based learning.

MS. COWAN replied that the district had worked with St. Mary's City School District. She reported that EED had been supportive, and had provided an instructional audit as a guide to the theme based curriculum. She pointed out that a lot of the instruction could be generalized for other districts.

[8:21:28 AM](#)

REPRESENTATIVE P. WILSON asked if the attention of the student's had improved with the new curriculum.

MS. COWAN replied that it had, though it was still anecdotal. She directed attention to the stories from the oral history that had been incorporated into the curriculum. She stated that the teachers were also becoming much more involved.

HB 154-PRE-ELEMENTARY SCHOOL PLANS/GUIDELINES

[8:24:59 AM](#)

CHAIR DICK announced that the next order of business would be HOUSE BILL NO. 154, "An Act providing for the establishment of a statewide early childhood education plan and guidelines."

[8:25:04 AM](#)

REPRESENTATIVE KAWASAKI, as sponsor of HB 154, stated that, in the state of Alaska, there were more than 7300 teachers and 7800 students in early education programs, with more than 18,400 children in the child care system.

[8:26:15 AM](#)

REPRESENTATIVE KAWASAKI observed that many people had visited his office to discuss the values of early education and early learning. He stated that higher education and career readiness educators were recommending early learning programs with an emphasis on parental involvement. He pointed out that HB 154 worked to keep parents involved and that early literacy deeply affected higher education and career readiness. He stressed the need to start early. He offered his opinion that pre-K should not be defined too specifically as it did not follow the early learning guidelines.

[8:28:57 AM](#)

REPRESENTATIVE KAWASAKI moved to adopt Conceptual Amendment 1, as follows:

Page 3, line 30

Delete "three and four years of age"

[8:30:01 AM](#)

There being no objection, it was so ordered.

[8:31:02 AM](#)

CYNDY CURRAN, Director, Teaching and Learning Support, Department of Education and Early Development (EED), clarified that pre-schools needed approval, not certification. In response to a question from a previous meeting, she described the requirements for anyone working with pre-school children. She declared that there were pre-elementary programs in 145 Alaska communities, which included pre-school special education students. She referred to the pie charts on page 3 of the handout titled "Alaska Preschool Project" [Included in members' packets] to review the progress that was charted for the Peabody Picture Vocabulary Test on vocabulary and receptive language development. She directed attention to the charts on page 4, and pointed out the significant improvement from the beginning to the end of the school year. She moved on to the Developmental Indicators for the Assessments of Learning (DIAL-3), which tested motor, concept, and language development. She shared the significant improvements. In response to Representative Seaton, she clarified that these results were statewide aggregates which reflected the growth of students in individual programs.

[8:36:12 AM](#)

PAUL SUGAR, Head Start/Parent Involvement, Teaching and Learning Support, Department of Education and Early Development (EED), in response to Representative Feige, explained that it represented the number of students in the pilot Pre-K project that were attending and being assessed.

REPRESENTATIVE FEIGE asked what happened to the remainder of the students.

MR. SUGAR replied there were a number of students served through the intervention districts and that these assessments were not

administered by those services. He expressed that EED planned to receive data in the upcoming year from those agencies.

[8:37:42 AM](#)

REPRESENTATIVE FEIGE asked to clarify that the pie charts depicted the students who were tested at the beginning and the end of the program.

[8:38:18 AM](#)

MR. SUGAR agreed with Representative Feige, and in response to Representative P. Wilson, said that this was the second year of the project.

[8:38:48 AM](#)

REPRESENTATIVE P. WILSON asked why the project was not being offered elsewhere.

[8:39:12 AM](#)

MS. CURRAN, in response to Representative P. Wilson, said that the project money was awarded through a competitive application process. She shared that the Yukon-Koyukuk School District had submitted a successful application for pre-school funding. She noted that EED then budgeted \$300,000 for the Lower Yukon School District and the Yupiit School District to also participate in the project.

[8:40:08 AM](#)

REPRESENTATIVE P. WILSON offered her belief that, for the intervention district schools, approximately \$35,000 per student had been set aside and she asked why that money was not used for this program.

[8:41:10 AM](#)

EDDY JEANS, Education Policy Coordinator, Office of the Commissioner, Department of Education and Early Development (EED), in response to Representative P. Wilson, offered his belief that the reference to the total revenues identified during the Moore vs. State of Alaska case were for school districts to receive as much as \$35,000 per child, but that EED had not directed to those districts how that revenue was to be spent.

[8:41:53 AM](#)

REPRESENTATIVE SEATON asked to clarify the funding. He offered his belief that Moore vs. State of Alaska declared that the legislature was responsible for significant progress by the local school districts. He stated that two years prior, the legislature had passed a pre-K program, and that money was reserved for these authorized intervention districts to ensure the legislature met its responsibility.

[8:43:21 AM](#)

CHAIR DICK brought the discussion back to HB 154.

[8:43:40 AM](#)

REPRESENTATIVE FEIGE pointed out that HB 154 provided "for the establishment of a statewide early childhood education plan and a guidelines," and that it amended AS 14.07.020(a). He pointed out that under AS 14.07.030, EED could "develop a model curriculum and provide technical assistance for early childhood education programs." He asked if EED had a plan, and if HB 154 was necessary.

[8:45:09 AM](#)

MS. CURRAN replied that HB 154 created a statewide early childhood education plan which would incorporate the early learning guidelines for students and provide an optional pre-elementary program in concert with the other existing pre-elementary programs. She directed attention to the early learning guidelines and the parent activity booklets, available in Yupik, Spanish, and English, which were referred to in HB 154. She pointed to the fiscal note for \$150,000, to be used to write and review the plan to place the guidelines into action. In response to Representative Feige, she clarified that these were early childhood guidelines to be used for development, but that the early childhood plan had not yet been written.

[8:46:56 AM](#)

The committee took a brief at-ease.

[8:47:07 AM](#)

MS. CURRAN explained that the data reflected that the program worked.

[8:47:40 AM](#)

REPRESENTATIVE P. WILSON asked about the number of Yupik readers.

[8:48:00 AM](#)

MS. CURRAN replied that she would provide that information.

[8:48:36 AM](#)

REPRESENTATIVE CISSNA asked if there was instruction for both verbal and written Native Alaskan languages.

MS. CURRAN expressed her agreement.

[8:49:11 AM](#)

REPRESENTATIVE P. WILSON noted that the activity booklets had been written for the parents.

[8:49:24 AM](#)

The committee took a brief at-ease.

[8:49:45 AM](#)

CHAIR DICK brought the committee back to order.

[8:50:08 AM](#)

CARRIE BEEMAN, Chair, Upper Tanana Imagination Library, spoke about the early learning programs in Tok and the surrounding communities, which included Parents as Teachers (PAT), Head Start, and Imagination Library. She pointed out the needs for the program in Tok. She urged support for HB 154.

[8:51:54 AM](#)

REPRESENTATIVE P. WILSON asked about the current funding source.

MS. BEEMAN replied that the Imagination Library was grant based with additional local funding, and that the PAT program was paid through state funding.

[8:53:48 AM](#)

REPRESENTATIVE SEATON moved to adopt Conceptual Amendment 2, as follows:

Page 4, line 2, following "provides for"
Delete "the most"

[8:54:29 AM](#)

REPRESENTATIVE KAWASAKI objected for discussion.

[8:54:36 AM](#)

REPRESENTATIVE SEATON replied that the proposed conceptual amendment would avoid competition between the programs.

[8:55:02 AM](#)

REPRESENTATIVE FEIGE asked if it was necessary for "including Head Start" in line 4, page 4.

[8:55:33 AM](#)

REPRESENTATIVE KAWASAKI removed his objection. There being no further objection, it was so ordered.

[8:55:56 AM](#)

REPRESENTATIVE FEIGE moved to adopt Conceptual Amendment 3, as follows:

Page 4, line 4, following "the state"
Delete "including Head Start"

[8:56:03 AM](#)

REPRESENTATIVE P. WILSON objected for discussion. She offered her belief that Head Start was already doing "a good job, and they're giving early childhood education to those kids, and that may be all they need in some areas."

[8:56:54 AM](#)

REPRESENTATIVE PRUITT offered his belief that conceptual Amendment 3 would be congruent with conceptual Amendment 2.

[8:57:19 AM](#)

REPRESENTATIVE P. WILSON opined that Head Start was not considered a preschool.

[8:57:49 AM](#)

REPRESENTATIVE SEATON offered his belief that Head Start was more than a pre-elementary school program, as it included "the wrap around services of providing food and all these other things." He stated that it should be included in the bill.

[8:58:31 AM](#)

REPRESENTATIVE FEIGE asked the bill sponsor for his comments.

[8:58:39 AM](#)

REPRESENTATIVE KAWASAKI opined that Head Start offered a lot of information and service, and that he would prefer to have it retained and specified in the bill.

[8:59:05 AM](#)

REPRESENTATIVE FEIGE withdrew Conceptual Amendment 3.

[8:59:19 AM](#)

REPRESENTATIVE SEATON moved to adopt Conceptual Amendment 4, as follows:

Page 4, line 3, following "of"
Insert "optional"

[8:59:50 AM](#)

REPRESENTATIVE KAWASAKI objected for discussion.

[8:59:55 AM](#)

REPRESENTATIVE SEATON explained that that paragraph (6) referenced the "optional pre-elementary program" and that Conceptual Amendment 4 would clarify that intent.

[9:00:34 AM](#)

REPRESENTATIVE KAWASAKI agreed that with the clarification.

[9:00:47 AM](#)

REPRESENTATIVE KAWASAKI removed his objection. There being no further objection, it was so ordered.

[9:01:27 AM](#)

REPRESENTATIVE PRUITT moved to report HB 154, as amended, out of committee with individual recommendations and the accompanying fiscal notes. There being no objection, CSHB 154 (EDC) was reported from the House Education Standing Committee.

[9:02:04 AM](#)

The committee took a brief at-ease.

HB 49-EARLY CHILDHOOD ED: PARENTS AS TEACHERS

[9:02:20 AM](#)

CHAIR DICK announced that the final order of business would be HOUSE BILL NO. 49, "An Act establishing in the Department of Education and Early Development a voluntary parent and early childhood education program for pre-elementary aged children."

[9:04:57 AM](#)

REPRESENTATIVE CHRIS TUCK, Alaska State Legislature, summarized HB 49, as he read from the sponsor statement:

HB 49 requires evidence-based education, parental involvement, and adherence to accepted best practices and early learning guidelines; it directs the Department of Education and Early Development to develop local partnerships to implement Parents as Teachers program; and, lastly, it includes a 3-year sunset clause.

[9:06:27 AM](#)

MS. CURRAN reviewed the fiscal note of \$3.9 million, and stated that HB 49 would establish a statewide Parents as Teachers (PAT) program for children less than 5 years of age. The fiscal note reflected the hire of one education administrator to oversee the

position, and contractual services and supplies to support the general office activities of the program.

9:07:37 AM

REPRESENTATIVE KAWASAKI, commenting that it was a large fiscal note, asked if this affected every child in the state.

9:08:01 AM

MS. CURRAN stated her understanding that an equation was used to establish that of the 39,000 families, there were 1740 families that would qualify. She said that 800 of these families could be federally funded. She noted that the remaining 940 families were multiplied by \$4000 to obtain the grant request.

9:08:48 AM

REPRESENTATIVE CISSNA reflected on the cost to the state if the program was not implemented. She opined that PAT, done well, would save the state "huge amounts of money."

9:10:29 AM

MS. CURRAN reported that EED recognized the importance of PAT and other viable options. She said that she would provide savings information to the committee.

9:11:15 AM

REPRESENTATIVE P. WILSON read the title of HB 154, "An act providing for the establishment of a statewide early childhood education plan and guidelines," and pointed to its \$300,000 fiscal note. She then read the title of HB 49, "An act establishing in the Department of Education and Early Development a voluntary parent and early childhood education program for pre-elementary aged children," directed attention to its \$3.9 million fiscal note, and asked "how come there's such a big difference, basically, practically doing the same thing but not quite."

9:12:25 AM

MS. CURRAN replied that HB 154 established an early childhood education plan, and that HB 49 established a program, Parents as Teachers. She noted that the implementation of a program was more costly.

[9:13:12 AM](#)

REPRESENTATIVE SEATON, reflecting on the three year sunset clause, asked if adequate data could be garnered on the effectiveness of the plan. He pointed out that the bill did not require any report of effectiveness to be made to the legislature. He requested that EED provide the analysis.

[9:14:18 AM](#)

REPRESENTATIVE TUCK, in response to Representative Seaton, noted that a prior version of HB 49 had included this requirement, and explained that EED would be allowed the latitude to develop the reports on the multiple pre-K programs.

[9:15:24 AM](#)

REPRESENTATIVE SEATON asked if it was necessary to specify that EED would develop a report to the legislature, based on collected data that indicated the effectiveness of the program.

[9:16:10 AM](#)

MS. CURRAN replied that data would be collected, and the department would be able to generate a report. She pointed out that HB 154 required a report on the early childhood plan, and perhaps this could be rolled into a report on all the early childhood plans.

[9:17:16 AM](#)

REPRESENTATIVE KAWASAKI noted that the bill established that the programs were to be evidence based, and it should be incumbent on the PAT program administrator to prove its value. He suggested that EED would maintain records to support this.

[9:18:02 AM](#)

REPRESENTATIVE FEIGE said that he would not support HB 49 without a reporting requirement included in the language, which would demonstrate the program effect on the performance of the pre-schoolers.

[9:18:59 AM](#)

REPRESENTATIVE P. WILSON, indicating that PAT was already established, asked why these existing programs were not considered.

[9:20:00 AM](#)

REPRESENTATIVE TUCK replied that PAT was nationwide and that HB 49 allowed for any other evidence based programs that fit the guidelines.

[9:20:40 AM](#)

DEBI BALDWIN, Child Development Division Director, Rural Alaska Community Action Program, Inc. (RurAL CAP), in response to Representative Feige, said that PAT programs were re-certified annually in order to maintain status, and reports were filed with the national PAT center. She stated that outcomes were included in all the programs for both children and parents. These included both pre and post surveys for both children's development and changes in parent attitudes.

[9:22:14 AM](#)

REPRESENTATIVE FEIGE agreed that it was a viable program; however, he declared that a report should be provided to the legislature.

[9:23:24 AM](#)

MS. BALDWIN expressed her agreement.

[9:23:39 AM](#)

REPRESENTATIVE TUCK agreed and said that language could be provided for an amendment.

[9:24:02 AM](#)

REPRESENTATIVE CISSNA agreed with Representative Feige that the reports would verify the cost savings of prevention.

[9:25:08 AM](#)

REPRESENTATIVE P. WILSON, noting that the program cost would be \$11.7 million over three years, asked about the current program costs.

[9:25:50 AM](#)

MS. BALDWIN, in response to Representative P. Wilson, reported that between 33 and 39 communities annually received PAT services, at an annual cost of \$3200 to \$4000 per student. She noted that 80 percent of these costs were for personnel, as it was a human service program. She said that the next highest expense was rent, unless an in-kind community donation was available, and that program supplies and certifications were the other major costs.

[9:27:02 AM](#)

REPRESENTATIVE P. WILSON asked if any of the programs were held in the schools.

[9:27:16 AM](#)

MS. BALDWIN replied that some schools allocated space in the facility, and that some even offered food service.

[9:28:11 AM](#)

SARAH SCANLAN, Deputy Director, Rural Alaska Community Action Program, Inc. (RurAL CAP), discussed the low proficiency and graduation levels of students, and shared that Alaska was one of twelve states that did not sponsor a preschool program. She pointed to the critical need, especially for minority students, for pre-school and early childhood education programs. These programs had been identified as a means to teach parent training and discipline, the care for children, and the value of education. She pointed out that many Alaska Natives had been sent to boarding schools as children, and consequently, many of those early parenting skills had never been learned. PAT was a proven program for teaching parents how to parent, promoting literacy and language development, and valuing education. She lauded Head Start as an effective program and reported that these two programs in rural Alaska were well monitored, administered, and regulated, and had proven outcomes. She shared that health screenings were also conducted through the program, which helped identify children with developmental delays before entering kindergarten. She said that \$3.9 million "is a drop in the bucket in the big scheme of things" when the outcome was considered.

[9:33:42 AM](#)

CHAIR DICK closed public testimony.

[9:33:50 AM](#)

REPRESENTATIVE TUCK reflected on a prior presentation regarding the economics of a pre-K program. He spoke about the cognitive, social, and emotional skills that were developed through pre-K programs and the cost savings for these. He pointed to the longer reaching effects as students continued through their school careers, which included: lower pregnancy rates, higher graduation rates, and better parent participation throughout the life of the child. He noted that the program improved parenting skills as well, as the responsibility of parenthood was an important issue to cultivate. He stated that the monthly group meetings developed a culture of learning and education to focus on rearing the children in a village. He stressed the need to make this investment. He agreed with the fiscal note, that the department had accurately forecast the needs. He offered his opinion that the determining factor would be the benchmark third grade proficiency scores.

[9:39:50 AM](#)

REPRESENTATIVE CISSNA opined that if a family had only one child, there was an initial cost, but if there were more than one child, the benefit and the parental learning was already recognized.

[9:40:57 AM](#)

MS. BALDWIN, in response to Representative Cissna, [Representative Tuck requested that Ms. Baldwin respond to questions about the Parents as Teachers program] agreed with the residual benefits from more than one child in a home. She reported that cost savings had been documented with students that had received early health intervention for developmental delays. She pointed out that families who had been engaged in the PAT program tended to ensure the children attended school, which was a huge cost savings to the K-12 system. She shared that the PAT instructors were mandated to report child neglect and abuse, and that the incidences of abuse and neglect declined with families which had participated in the PAT program.

[9:43:42 AM](#)

REPRESENTATIVE TUCK read the previously proposed language:

Devise and implement a statewide early childhood education rating system to assess, improve, and publicize the quality of all public and private pre-elementary programs in the state.

REPRESENTATIVE FEIGE reflected that this level of detail was not necessary, as a report that participating students were receiving a benefit would suffice.

[9:45:09 AM](#)

REPRESENTATIVE FEIGE moved to adopt Conceptual Amendment 1, as follows:

Page 2, following line 17

Insert subsection (d), requiring a Department of Education and Early Development report to the legislature by January 1, 2014, which would address the effectiveness of the programs funded by the bill, and would include a comparison of children that participated and did not participate in the programs.

[9:46:02 AM](#)

REPRESENTATIVE TUCK accepted the conceptual amendment. There being no objection, it was so ordered.

[9:46:38 AM](#)

REPRESENTATIVE P. WILSON moved to adopt Conceptual Amendment 2, which stated that if room was available in a school for a program to meet, it would be provided at no cost to the program.

[9:47:14 AM](#)

REPRESENTATIVE PRUITT objected for discussion.

[9:47:26 AM](#)

REPRESENTATIVE KAWASAKI asked if schools would need to give up space.

REPRESENTATIVE P. WILSON clarified "if space was available" as some schools had decreasing enrollments which could allow for space.

[9:47:55 AM](#)

REPRESENTATIVE FEIGE suggested that it would encourage the school districts to fully utilize the space.

[9:48:07 AM](#)

REPRESENTATIVE P. WILSON pointed out that it would be at no cost to the program.

[9:48:17 AM](#)

REPRESENTATIVE TUCK expressed agreement with Conceptual Amendment 2. He pointed out that some districts already allowed PAT programs at no charge.

[9:49:22 AM](#)

REPRESENTATIVE PRUITT removed his objection. There being no further objection, it was so ordered.

[9:49:36 AM](#)

REPRESENTATIVE P. WILSON commented that this was a better program than if it were mandated for EED to provide a program. She pointed out that more parental involvement and lower cost were huge benefits.

[9:51:42 AM](#)

REPRESENTATIVE PRUITT moved to report HB 49, as amended, out of committee with individual recommendations and the accompanying fiscal notes. There being no objection, CSHB 49 (EDC) was reported from the House Education Standing Committee.

[9:52:44 AM](#)

ADJOURNMENT

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 9:52 a.m.